



Education  
Funding  
Agency

# **School sixth-form and academy allocation statement - academic year 2017 to 2018**

**Explanatory note for school sixth-forms  
and academies**

**February 2017**

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## Introduction

This explanatory note sets out the background details behind the figures in your 16 to 19 allocation statement for the 2017 to 2018 academic year.

## Purpose

The figures in the statement will usually be your final funding allocation, which under normal circumstances will not be changed.

We reserve the right to reduce or withdraw your allocation at any stage should issues arise, through audit or other processes, which significantly affect the underlying data in relation to contract compliance, or if we believe that by making an allocation we will be putting public funds at risk.

By exception, we will consider evidenced and credible business cases from institutions where there has been a significant error in the data returned by the institution. We will apply standard minimum thresholds to decide whether a case is taken forwards for consideration or not, as shown below.

- for cases affecting lagged student numbers, 5% of students or a minimum of 50 students, whichever is lower
- for large programmes, the uplift must affect 5 students or above
- for cases affecting the full time/part time split and other funding factors including programme cost weightings, retention, area cost, disadvantage block 1 funding and for the condition of funding (threshold introduced for 2017 to 2018), an overall impact of 5% on total funding or £250,000, whichever is lower
- for other cases not covered above including business cases relating to disadvantage block 2, we will review the cases individually with the exception of [high needs place funding](#)

We will take into consideration cases where a combination of data errors has a combined overall funding impact of 5% on total funding or £250,000, whichever is lower.

Should you wish to raise any queries or put forward a business case as set out above, please do so by using our [online enquiry form](#).

Please do not include any personal or sensitive data about your students when submitting your case.

Personal data is information relating to a living individual who is or can be, identified from the data provided. Personal data can be information about the individual, their families or circumstances. This may include:

- names
- contact details
- gender
- date of birth
- other characteristics such as educational activities

When investigating queries from institutions, we will limit requests for data to that which is absolutely necessary for completion of the investigation.

Your business case should be submitted by the head of organisation. If the head of organisation has delegated the responsibility to another colleague, the business case must be sent with a supporting email confirming that the head of organisation has agreed the business case can be submitted.

Depending on the nature of your business case, we may require a completed template. If a template is required, we will contact you via email to inform you that a template has been uploaded to the document exchange.

The deadline for submitting a business case is 7 April 2017. We expect to review all business cases in April and May 2017 and share outcomes by the end of June 2017.

## **Additions and changes**

We have made several additions and changes to allocations this year. You will find information about them in this note.

- [Disadvantage block 2](#)
- [Residential bursaries](#)
- [Student numbers – lagged numbers and exceptions](#)

## Overall approach

We have published a [funding letter](#) setting out the key decisions and information relating to allocations for 2017 to 2018.

We have streamlined the process this year in consultation with key provider associations and this has reduced the number of separate documents we have sent to institutions during January and February 2017.

As in previous years, your funding allocation for 2017 to 2018 will be based on lagged student numbers plus any agreed exceptions where relevant. Your statement includes student numbers and other factors which affect your funding for 2017 to 2018. A box-by-box explanation of the numbers in the statement is given in annex A.

In relation to delivery for 2017 to 2018, you should also refer to [EFA funding guidance](#) for 2017 to 2018, which will be published on GOV.UK before the start of the academic year.

## National funding rates

The national funding rates have been confirmed as:

Band	Category	Planned hours	National funding rate per student	Block 2 disadvantage rate (per instance)
5	- 16 and 17 year olds - Students aged 18 and over with high needs	540+ hours	£4,000	£480
4	Students aged 18 and over without high needs	450+ hours	£3,300 (see below)	£480
	- 16 and 17 year olds - Students aged 18 and over with high needs	450 to 539 hours		
3	All students	360 to 449 hours	£2,700	£292
2	All students	280 to 359 hours	£2,133	£292
1	All students	Up to 279 hours	£4,000/FTE	£480/FTE

In a similar way to last year, we have used 2015 to 2016 full-year data to determine the proportion of students to be funded in each band in the 2017 to 2018 allocations. The maximum funding rate for 18 year olds without high needs in 2017 to 2018 has been set as £3,300, so any 18 year olds without high needs in bands 4 and 5 have been funded at band 4 rate.

All special schools and special academies are funded at a flat rate of £10,000 per place. We have published additional information about the [high needs funding system](#).

## Programme cost weighting

Programme cost weightings for 2017 to 2018 are unchanged from those used in allocations for 2016 to 2017. A list of programme cost weightings for 2016 to 2017 is given in the [funding guidance](#) for that year.

## Disadvantage block 1

We map deprivation data from the indices of multiple deprivation (IMD) to each student's home postcode to determine whether disadvantage funding should be allocated. From 2016 to 2017 we updated the indices to IMD 2015 from IMD 2010.

IMD 2015 is the latest version of this index, released in September 2015. IMD is an official government index that tells us how deprived areas are based on official education, crime, health, employment, and income statistics. Based on this data we assign an uplift to those students that live in the top 27% most deprived areas of the country.

## Disadvantage block 2

In previous years we have calculated disadvantage block 2 funding using matched administrative data with a 3 year lag. From 2017 to 2018 onwards we will be using information collected in the census enabling us to use data from the same year (2 year lag) as other factors. For 2017 to 2018 we are mitigating the impact on institutions where the block 2 funding as a result of using their data is reduced, by moving half way towards the census driven factor. Where the impact is an increase in funding the census driven factor is being used.

## Core aims

Within the 2015 to 2016 census, institutions flag the core aim for each student. This is used in 3 ways:

- to determine whether the programme is academic or vocational
- to calculate the programme cost weighting factor
- to calculate the retention factor

In some instances, multiple core or programme aims for a student are identified across the academic year; where this has occurred we take the most recent instance as the core aim for calculation purposes.

Core aims should only be recorded for students who are undertaking a vocational study programme, however if the core aim qualification recorded is in the following categories, the study programme is classed as academic:

- A level (excluding General Studies or Critical Thinking)
- GCSE
- International Baccalaureate
- Pre-U Diploma
- Free Standing Maths Qualification
- access to HE

An issue has been identified where some institutions have failed to identify a core aim in their census return for a number of students who are undertaking a vocational study programme. The lack of a core aim means these students would ordinarily be treated as academic and could affect the calculation of the retention and programme cost weighting factors resulting in a reduced allocation. The EFA have therefore identified a core aim for these students prior to the calculation of the factors using the reference data from the Learning Aims Reference Service (LARS).

## Large programme funding

The [large programme uplift](#) reflects that some study programmes are necessarily much larger than 600 hours. An uplift will be applied for [achievement of high grades](#) on specific large programmes:

- 4 or 5 A levels or Pre U qualifications
- International Baccalaureate
- large TechBacc

The uplift for 2017 to 2018 will be calculated using data from 2014 to 2015. There are 2 levels of uplift: 10% and 20% of the national rate per student. Institutions will receive the uplift for 2 years giving them either £800 or £1,600 additional funding per student.

## Condition of funding

Any student who does not have a maths and/or English GCSE at grades A\*-C or equivalent, and who is not enrolled on either an approved maths and English GCSE or stepping stone in academic year 2015 to 2016, and is not recorded as exempt will have an impact on your 2017 to 2018 allocation.

Full time students starting their study programme on or after 1 August 2015 who have prior attainment of a grade D GCSE or equivalent in maths and/or English language must be enrolled on a GCSE qualification only. Enrolment on a stepping stone qualification will not meet the condition of funding for these students. The details of how this is applied (including mitigation arrangements) can be found in the [maths and English condition of funding guidance](#).

For students that were not compliant with the maths and English condition of funding in the 2015 to 2016 academic year, Ministers have decided not to impose the full funding reductions to 2017 to 2018 funding allocations. This was in recognition of the continued progress by post-16 providers in delivering the 16 to 19 English and maths policy. We communicated this to the sector in the EFA e-bulletin published on 17 November 2016.

There is still progress that needs to be made in achieving full compliance and institutions should plan to be fully compliant each academic year. The EFA expects any school, college or provider not fully compliant with the condition of funding to have a robust



compliance plan in place for achieving full compliance. We will not ask institutions to submit their compliance plan to the EFA, or for institutions to complete an online survey as we did last year. We do however expect the plans to be documented and available on request. We expect the plan to be shared with and reviewed by the institution's governing body and that progress towards full compliance is monitored.

## Formula protection funding

Formula protection funding (FPF) shields institutions from significant decreases in funding per student resulting from the changes to the funding formula in 2013 to 2014.

[We confirmed in January 2016](#) that FPF will be phased out over 6 years. We made the first reduction in 2016 to 2017 and the last payments will be made to institutions in 2020 to 2021.

We have published [detailed information](#) including examples on how FPF will work in academic year 2017 to 2018.

## High needs students

We published the [high needs arrangements for 2017 to 2018](#) in September 2016, describing how the high needs funding system and place change notification process will work for all types of provision.

At the end of November 2016, local authorities submitted any changes to place numbers for mainstream academies, mainstream free schools, studio schools, universal technical colleges (UTCs) and special academies for the 2017 to 2018 academic year. Some changes have also been made where necessary to reflect the merger of institutions.

We published the outcomes from the [place change process](#) on the 31 January 2017.

Following the publication of the place change request outcomes, institutions and local authorities were able to submit any enquiries regarding their place numbers to the EFA by the 14 February 2017. Any agreed changes to place numbers resulting from these enquiries were communicated directly to institutions in February 2017 and recorded in final funding statements.

We have also informed institutions directly where their enquiries require our further consideration. Any changes to place numbers arising from this process will be communicated separately and confirmed by a revised funding statement.

The high needs place allocations process is now complete and we will not be accepting any further requests to revise place numbers.

For mainstream academies your high needs place number allocation, where appropriate, is described in table 4 of your funding statement which shows the number of high needs

places funded at the element 2 rate of £6,000. All special schools and special academies are funded at a flat rate of £10,000 per place.

For 2017 to 2018, all maintained mainstream and maintained special school high needs place number allocations are made at local authority level, rather than at individual school level. Local authorities will agree post-16 place numbers with individual schools.

We have published further information about the [high needs funding system](#).

## 16 to 19 Bursary Fund

Institutions will receive 16 to 19 Bursary Fund allocations for just discretionary bursaries, as in previous years. The funding for vulnerable student bursaries (students in one or more of the defined vulnerable groups) is held centrally by the Student Bursary Support Service and institutions should draw down this funding on demand, whenever they need it, throughout the academic year. This enables institutions to plan their discretionary schemes with much greater confidence, because bursary allocations will not come under pressure to pay unforeseen vulnerable student bursaries later in the year.

For the majority of institutions, the 16 to 19 Bursary Fund allocations for discretionary bursaries in 2016 to 2017 have been calculated based on the number of students in 2009 to 2010 who were in receipt of Education Maintenance Allowance (EMA) at £30 per week as a percentage of the 2010 to 2011 allocated student numbers. We have applied this percentage to institutions' 2017 to 2018 student numbers and multiplied the resultant number by the rate of £298 (based on the overall budget available and number of students to be funded) to give the allocation for the institution. Where an institution had no EMA students in 2009 to 2010 or where the provision was new in 2011 to 2012 or later, allocations have been based on 36% of the institution's 2017 to 2018 funded student numbers. A minimum allocation amount of £500 has been applied.

The EFA has previously based bursary fund allocations for maintained special schools on local authority place notifications of high needs students. For 2017 to 2018, we will use census data (2016 to 2017 S02) as the basis for these allocations. The EFA will aggregate funding for students at maintained special schools in each local authority area and pay the total to each local authority. Each local authority should use its local knowledge to apportion this funding appropriately between their maintained special schools.

## Residential bursaries

Where appropriate, a residential bursary fund (RBF) or residential support scheme (RSS) allocation will be made to institutions for 2017 to 2018.

RBF allocations for 2017 to 2018 have been generated based on the average actual spend over the previous 3 academic years: 2013 to 2014, 2014 to 2015 and 2015 to 2016 (using data returned by institutions in the annual (October) RBF data returns), or the 2016 to 2017 allocation. Once a base allocation has been provided by the model we have agreed to increase by 5% allocations to institutions that:

- have spent all their 2015 to 2016 allocation
- have spent over their 2015 to 2016 allocation, or
- have spent within £15,000 of their 2015 to 2016 allocation

This increase is to help cover any in-year growth.

The methodology disregards any spend by institutions that is outside policy guidelines and has made adjustments to reflect any significant fluctuations between spend across the 3 years.

RSS allocations for 2017 to 2018 have been generated only for institutions that had a new student verified as eligible in 2016 to 2017. The allocations have been generated using the information submitted by institutions on the RSS 2016 to 2017 course verification pro-forma. The methodology uses the number of eligible students who received RSS support and who will be returning in 2017 to 2018 multiplied by the maximum permitted funding amount per student. An amount of funding is then added to this total to make funds available for any eligible new students in 2017 to 2018.

## Student numbers – lagged numbers and exceptions

The funding formula measures the volume of delivery through student numbers and the size of their programme. Funding allocations normally use a lagged approach, and take student numbers from the number of young people participating in the previous year and programme size from the year before that (that is, the last full year's data return).

### Lagged student numbers

Lagged student numbers are calculated in different ways for different types of institutions.

School sixth-forms and most academies.

- we base the lagged student numbers on the number of funded students recruited into the academic year 2016 to 2017, taken from the autumn 2016 census. For a small number of academies, we base student numbers on estimates provided by the institution, if this is specified in their funding agreement

Non-maintained special schools.

- October 2016 census pupil headcount plus an uplift using any increase in total pupil numbers between October 2015 and January 2016 census (with a floor of 0 so that no NMSS will get funded for less than their October 2016 census numbers)

The default position is that allocations are based on lagged numbers in order to give an appropriate allocation for each institution for the current year. It is therefore described as an **allocation based on lagged numbers**, rather than lagged funding or funding in arrears or a guarantee of a lagged allocation. This lagged approach applies in most, but not all circumstances – it applies where there is a reasonably consistent level of delivery over time.

The lagged approach does **not** apply where there is a material change in the volume of provision offered by an institution, for example new 16 to 19 provision, closing or wind-down of 16 to 19 provision or transfers of provision between institutions (including where this relates to significant changes resulting from sub-contracting). In those cases, the institution is removed from the lagged approach and the funded student numbers are calculated as described below.

As noted above, some academies have a funding agreement that specifies that their allocation is based on their own estimates of student numbers. These academies are also subject to a pupil number adjustment based on their actual delivery in-year.

A small number of schools and academies enrol students throughout the academic year and these in-year enrolments are not captured in the autumn census return. If this in-year enrolment is significant, the institution should submit a business case before 7 April 2017.

## Student numbers for new institutions

Student numbers for new institutions are also derived in different ways for different types of institutions.

- new school sixth-forms: one-third of the sixth-form's full capacity. In the second year, student numbers will be double the first year's actual recruitment, and in the third year we will use lagged student numbers
- new academy sixth-forms: as for school sixth-forms. In a small number of cases the number will instead be based on the estimated number of students to be recruited in the first year, as agreed between the EFA and the institution
- new free schools, university technical colleges (UTCs), and studio schools with sixth-forms: the estimated number of students to be recruited in the first year, as agreed between the EFA and the institution
- new institutions with EFA funding for high needs students only: the number of places commissioned by the local authority

In all cases, we may consider waiving the standard approach when an institution makes an evidenced case based on exceptional circumstances.

## Student numbers for closing institutions or provision

When an institution closes, or stops delivering EFA-funded 16 to 19 provision, we will remove or reduce the lagged numbers to reflect the expected decline in student numbers. We will not allocate 16 to 19 funding to any institution that is completely ceasing 16 to 19 provision, and there will also be a reduction in funding before that if the change in delivery is material (for example, a rundown of provision over 2 years).

For an institution such as a school or academy sixth-form with students mainly on 2 year programmes, a typical trajectory for the reduction is likely to be half the lagged numbers in the first year and no funding in the second.

Where institutions are planning to close their sixth-form or cease recruiting new students they are expected to notify the EFA before the start of the academic year. In such cases, the institutions will be taken out of the lagged approach and if an allocation has been made for that academic year, it will be reduced or withdrawn. Late notification of closure or run down of a sixth-form, after the start of the academic year, will result in a withdrawal of the allocation and recovery of funds.

Where an institution has not planned to close their sixth-form but does not recruit, or data returns reveal that no students have been enrolled in for the academic year, the EFA will withdraw the allocation and will also action recovery of funds where payments have already occurred.

## Transfers of provision and sub-contracted provision

Where students are transferred between 2 institutions on an agreed basis, then the funding for those students will also transfer. This will also be the case where a funded institution (the 'prime') ceases a sub-contracting arrangement with a sub-contractor and that sub-contractor then transfers the provision to a different prime contractor; the funding will follow the learner

When a prime contractor ceases a sub-contracting arrangement, it is important to ensure there is continuity of provision for those students already on the programme and that there is not a gap in provision created as a result. Prime institutions are reminded that students on sub-contracted provision are their responsibility, and in particular they have a responsibility to ensure that existing students are funded to the end of their programme either by a phased withdrawal from the relationship or transferring funded numbers to another institution which has agreed to pick up the continuing students.

If an institution is planning to cease a sub-contracting arrangement, we would expect the sub-contractor to be given sufficient notice of the end of that arrangement (this must be at least 3 months, but may well need to be longer). The prime institution must work with the sub-contractor to put plans in place to ensure that students who are part way through their programme are supported to complete.

Where a sub-contracting arrangement ceases, the EFA will decide whether to remove the former prime from the lagged approach to reflect this, and if so, will adjust their allocation to remove the sub-contracted numbers. The decision on whether to make an adjustment to lagged numbers will depend on the scale of the sub-contracted provision, the timing and process followed in ceasing the contract, and the nature of any gap that has resulted.

If an adjustment is made to the allocation for the former prime, the funding for continuing students would usually transfer to the new prime institution. We would then consider an evidence-based business case from the new prime to fund any planned new starts. As set out in the sub-contracting controls guidance, we normally expect sub-contracted provision to be local and distant sub-contracted provision to be the exception.

# Annex A: Allocation statement 2017 to 2018 – detailed notes

## Programme funding formula

This section shows the various elements of the funding formula and the resulting funding from the application of each.

Title	Comments
Student numbers for 2017 to 2018	As set out in table 1a.
National funding rate per student	As set out in table 1b.
Retention factor	<p><i>Retention rate = retained students ÷ total funded students</i></p> <p><i>Retention factor = (retention rate ÷ 2) + 0.5</i></p> <p>Calculated from autumn census 2016 (whole year 2015 to 2016 data).</p>
Programme cost weighting	<p>The programme cost weighting used is the average for your institution, and has been weighted by the funded hours for each student.</p> <p>Programme cost weighting is based on the sector subject area (SSA) classification for each student's core aim.</p> <p>Calculated from autumn census 2016 (whole year 2015 to 2016 data).</p>
Disadvantage funding	As set out in table 2a.
Large programme funding	As set out in table 2b.
Area cost allowance	<p>Some areas of the country are more expensive to teach in than others, and the area cost weights the allocation to reflect this. The area cost is normally based on your institution's address, except for a small number of institutions that deliver provision in different locations where it is based on the delivery postcodes for that provision.</p>



## Table 1a: Student numbers

Title	Comments
1.1a Lagged student number	From autumn census 2016 (2016 to 2017 data). The number of students recorded as on roll (main or current main) on the census date (6 October 2016) at the institution in national curriculum years 12, 13 or 14.
1.2a Exceptional variations to lagged student number	An increase or decrease applied to the lagged student numbers. This is where an exceptional case has been agreed.  This includes, where appropriate, an adjustment to reflect the current position where an academy is funded on its estimates.
1.3a Total student numbers for 2017 to 2018	This is the total of lagged students plus exceptional variations (box 1.1a + 1.2a).

## Table 1b: Breakdown of funding by funding band

Title	Comments
Student numbers in 2015 to 2016	The student numbers for each funding band as recorded in your 2015 to 2016 data.  Band 5 students are all students with annual timetabled hours of 540 and over, except students aged 18+ who are not high needs.  Band 4 students are shown split in 2 categories. <ul style="list-style-type: none"> <li>• 4a is those students who are aged 18+, not high needs and timetabled for over 450 hours per year</li> <li>• 4b is 16 and 17 year olds and students aged 18+ with high needs who are timetabled for between 450 and 540 hours per year</li> </ul> Bands 1-3 show all post-16 EFA funded students with timetabled hours falling in that band.  In addition, for students in band 1 (up to 279 hours), row 1.8b shows the total FTEs for the student numbers shown on row 1.7b.
1.1b - 1.6b Proportions for 2017 to 2018 allocation	Proportions of students to be funded in each band based on the total student numbers in 2015 to 2016.

Title	Comments
1.1b - 1.6b Number of students allocated in 2017 to 2018	The percentages in each band applied to the total student numbers for 2017 to 2018 (box 1.3a). The values in this column are shown rounded to whole numbers and this may result in a slight difference to the total in box 1.3a.
1.1b - 1.6b National funding rate	The base amount of funding for each student in the band. The funding rates for Bands 2, 3 and 4 are derived from the Band 5 rate, proportioned according to the midpoint of the hours range.
1.1b - 1.6b Student funding	<i>Number of students (or the number of FTEs in 1.6b) × national funding rate.</i>
1.7b Total student funding	The total student funding for all bands. <i>(1.1b + 1.2b + 1.3b + 1.4b + 1.6b)</i>

**Table 1c: Condition of funding (CoF)**

Title	Comments
1.1c - 1.6c National funding rate	National funding rates as shown in table 1b
1.1c - 1.6c Total students (2015/16 S05)	The total number of students in 2015 to 2016 as shown in table 1b.
1.1c - 1.6c National funding rate applied to total students	The student funding associated with the total students. <i>Total students (FTEs for band 1) × national funding rate</i>
1.1c -1.6c Students not meeting the CoF (2015/16 S05)	The number of students not meeting the condition of funding in 2015 to 2016 as recorded in your autumn 2016 census (whole year 2015 to 2016 data), split by each funding band.
1.1c -1.6c National funding rate applied to CoF Non-compliant students	The student funding associated with the students not meeting the CoF. <i>students (FTEs for band 1) not meeting the CoF × 2017 to 2018 national funding rate</i>
1.7c Total funding	This shows the total funding for all students and for those students not meeting condition of funding. <i>1.1c + 1.2c + 1.3c + 1.4c + 1.6c</i>

<b>Title</b>	<b>Comments</b>
1.8c 5% of national rate funding for total students	This is a tolerance that is allowed before any adjustment will be applied. <i>5% of national funding rate applied to total students (1.7c)</i>
1.9c Funding for non-compliant students less 5% of total student funding	The resulting adjustment following the 5% tolerance <i>National funding rate applied to CoF non-compliant students (1.7c) – (minus) 1.8c</i>
1.10c Final condition of funding adjustment (at 50%)	In order to mitigate the effect of the CoF adjustments, the final adjustment is at 50%. <i>50% of 1.9c</i>

**Table 2a: Distribution of disadvantage funding**

<b>Title</b>	<b>Comments</b>
<b>Disadvantage block 1</b>	
2.1a Economic deprivation funding	The student's home postcode and the Index of Multiple Deprivation (IMD) 2015 are used. The factor is shown as a percentage and is an average across the whole institution, weighted by the funded hours for each student. Calculated from autumn census 2016 (whole year 2015 to 2016 data). This block 1 factor is applied to the programme funding total as shown above up to and including programme cost weighting but before area costs.
2.2a Care leavers	The number of successful 16 to 19 Bursary Fund claims for 2015 to 2016 for vulnerable students who were 'in care' or 'care leavers', at a rate of £480 per student.
2.3a Total block 1 funding	The total of funding for economic deprivation and care leavers.

<b>Disadvantage block 2</b>	
2.4a Total 2017 to 2018 instances attracting funding per student	<p>The factor is based on the number of instances when a student does not have at least a C grade in GCSE maths or English at the end of year 11. A student without a C in maths and English counts as 2 instances, a student without a C in either maths or English counts as 1 instance and a student with Cs (or above) in both counts as 0 instances.</p> <p>We are now using data from the autumn 2016 census (whole year 2015 to 2016 data) to provide the number of instances per student. Previously this was based on the Young People's Matched Administrative Dataset (YPMAD). Both figures are shown on your statement and for 2017 to 2018 we are mitigating any negative impact of the change in data source by only moving half way towards the new census based figure.</p> <p>The value applied for 2017 to 2018 is that derived from the census where it is higher, or halfway between that and the number of instances from YPMAD.</p>
2.5a Total funded instances for 2017 to 2018	<p><i>Number of funded instances (2017 to 2018) = instances per student applied in 2017 to 2018 (2.4a) × total student numbers (1.3a)</i></p>
2.6a to 2.9a Instances attracting the full time/part-time/FTE rate	<p>The total number of instances in box 2.4 is then split between the full-time and part-time bands according to the proportions in table 1b.</p> <p><i>Number of funded instances in each band × block 2 funding rate = block 2 funding</i></p>
2.10a Total block 2 funding	Total of block 2 funding for students in all bands.
2.11a Minimum top up if applicable	If the total disadvantage funding (block 1 + block 2) for an institution is less than £6,000, disadvantage funding will be topped up to £6,000.
2.12a Total disadvantage funding	The total of block 1, block 2, and the minimum top-up if applicable.

**Table 2b: Large programme uplift**

Title	Comments
2.1b and 2.2b Students meeting large programme uplift criteria	This shows the number of students meeting the large programme uplift criteria for the 10% uplift and 20% uplift respectively. Numbers are based on the Young People’s Matched Administrative Dataset (YPMAD) for 2014 to 2015.
2.1b and 2.2b Funding uplift per student per year	This is 10% or 20% of the national funding rate.
2.1b to 2.3b Total large programme uplift	2.1b and 2.2b show the total uplift for the 2 years – that is, double the funding uplift per year multiplied by the students meeting the large programme criteria for the 20% uplift rate and 10% uplift rates respectively.  The total at 2.3b is then the sum of 2.1b and 2.2b.

**Table 3: Breakdown of formula protection funding**

Title	Comments
3.1 2016 to 2017 FPF per student	From your 2016 to 2017 allocation statement (box 3.11).
3.2 Reduction applied to 2016 to 2017 FPF	From your 2016 to 2017 allocation statement (box 3.10).
3.3 2017 to 2018 FPF per student	This is the 2016 to 2017 FPF per student minus the same reduction applied in that year, with a minimum of zero.  <i>3.1 minus 3.2, or zero, whichever is higher</i>
3.4 Number of students receiving 2017 to 2018 FPF	The number of students receiving FPF in 2017 to 2018 is capped at the number of funded students in 2015 to 2016.  <i>The lower of 1.3a and the 2015/16 funded students</i>
3.5 2017 to 2018 Total formula protection funding	The amount of FPF funding to be allocated in 2017 to 2018.  <i>3.4 × 3.3</i>

Note that tables 4 and 5 are different for maintained schools and academies, so are shown separately here – the guidance for academies is after that for maintained schools.

**Table 4: Student support funding (maintained school sixth-forms)**

Title	Comments
4.1 Discretionary Bursary Fund –2017 to 2018 number of funded students	This number of students is based on the 2017 to 2018 funded student numbers as in box 1.3a.
4.1 Percentage applied	<p>The percentage applied is the number of students in 2009 to 2010 in receipt of EMA at £30 per week as a percentage of 2010 to 2011 funded numbers.</p> <p>Where the provision was new in 2011 to 2012 or later, the percentage used is 36% (the national average percentage of students claiming £30 per week in 2009 to 2010).</p> <p>This percentage is multiplied by the 2017 to 2018 student numbers to determine the number of bursary funded students attracting the standard funding rate.</p>
4.1 Standard funding rate	This is the unit cost that has been used to calculate the total funding. The rate for 2017 to 2018 is £298.
4.1 Funding	<p>The standard funding rate is multiplied by the number of bursary funded students (rounded to the nearest pound).</p> <p>A minimum allocation of £500 has been applied.</p> <p><i>2017 to 2018 student numbers × percentage applied × funding rate</i></p>

**Table 4: High needs funding (mainstream academies only)**

Title	Comments
4.1 High needs element 2 for 2017 to 2018	For mainstream academies only. <i>Total number of high needs students × rate per student (£6,000) = funding</i>

**Table 5: Student support funding (mainstream academies)**

Title	Comments
5.1 Discretionary Bursary Fund –2017 to 2018 number of funded students	This number of students is based on the 2017 to 2018 funded student numbers as in box 1.3a.
5.1 Percentage applied	The percentage applied is the number of students in 2009 to 2010 in receipt of EMA at £30 per week as a percentage of 2010 to 2011 funded numbers. Where the provision was new in 2011 to 2012 or later, the percentage used is 36% (the national average percentage of students claiming £30 per week in 2009 to 2010). This percentage is multiplied by the 2017 to 2018 student numbers to determine the number of bursary funded students attracting the standard funding rate.
5.1 Standard funding rate	This is the unit cost that has been used to calculate the total funding. The rate for 2017 to 2018 is £298.
5.1 Funding	The standard funding rate is multiplied by the number of bursary funded students (rounded to the nearest pound). A minimum allocation of £500 has been applied. <i>2017 to 2018 student numbers × percentage applied × funding rate</i>

Note that the values on your statement are shown rounded to various numbers of decimal places. The calculation of your funding however is done using un-rounded values. This may result in some slight differences when you work through the calculation yourselves.



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